DOCUMENT RESUME

ED 155 483 CE 017 127

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TITLE Elementary Lesson Plans: Using Senior Citizens as Volunteers and Providing a More Positive Attitude toward Aging.
INSTITUTION Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.
PUB DATE 76
NOTE 55p.; Not available in hard copy due to reproducibility problems

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Behavioral Objectives; Changing Attitudes; Community Involvement; Decision Making; Elementary Education; *Gerontology; Instructional Materials; *Learning Activities; *Lesson Plans; Resource Materials; Senior Citizens; Student Attitudes; Teaching Guides

ABSTRACT

The fifteen lesson plans compiled in this document were developed for elementary teachers to help them assist students to prepare for their own aging and increase awareness of decision-making affecting that aging. Each of these plans includes a name (i.e., title), purpose, behavioral objectives, a list of materials (including some pages for duplication), and teaching procedure. The titles of these lesson plans are Picture Age, An Old Friend, Make Someone Happy--Friends Old and Young, Growing Up Old, Age and Poetry, Community Life Many Years Ago--Interviews with Senior Citizens, Senior Musician (Artist) in Residence, Senior Hobby Day, Senior Travel Day, Considering the Extended Family, How Will You Be Old, Famous Old People, Imaginary Birthday, Free to Be...at Any Age, and You've Come a Long Way Baby. A Bibliography is attached. (EM)

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ED155483

CLEVELAND HEIGHTS - UNIVERSITY HEIGHTS CITY SCHOOLS

CAREER DEVELOPMENT
Allan Bellin, Director

Elementary Lesson Plans

Using Senior Citizens as Volunteers and Providing a More Positive Attitude Toward Aging

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Summer, 1976

OE 017 127

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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My sincere thanks to Al Bellin for his support and to Marje Chickering and Shari Coleman for typing and compiling these pages.

Karen

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INTRODUCTION

Within our community lies a most valuable and untapped resource. It is that of our senior citizenry.

The purpose of this project is two-fold. First, it is to validate the use of senior citizen volunteers in our schools. Second, it is to help the school community gain a more positive attitude toward the aged by increasing awareness of one's own aging process.

The realization that initiated my own enthusiasm around this project was that the majority of our society seems to avoid humanistically caring for our senior citizens and confronting our own aging process because aging is not viewed as a normal part of our existence.

What follows is a collection of statements that supports this notion.

We live in a youth-oriented culture. Most often, signs of a aging are viewed as distasteful. The pressure of mass media urging people to stay youthful is continuous in our society. Tinted hair, hair pieces, cosmetics and fashions drive people to fight the inevitable[1].

"Many people fear that working with the aged will be depressing."[2] It seems that they avoid confronting those who remind them of their own mortality. Aging brings death closer to a society that goes to any extreme to avoid facing the facts of death.[3]

Long range planning and gradual confrontation of one's own aging has been hindered by lack of documentation. Developmental psychology has been primarily concerned with infancy, childhood and adolescence. Aging is not regarded as a normal developmental phase with its own value and set of tasks.[4]

Depression is the most common problem of the aged.[5] Industry and medical technology have combined to force retirement of older workers and then prolong their years in retirement.[6] "If self-esteem and social worth are keyed to work and productivity, forced retirement strips the aged of these means of maintaining status and relegates them to a status of non-person."[7] Depression is treatable, however![8]

Older people may not have enough money or all the medical care they need, but they generally have more than enough time. Meaningful relationships and satisfying roles are essential if leisure is not to be empty and burdensome.[9] The aging process is actually accelerated by loneliness.[10] Involvement in useful activities and new social contacts can help provide a more satisfying level of functioning for our senior citizens.[11]

With the forces in our society fighting the reality of aging it seems essential that we, as educators, find ways to raise awareness and change attitudes toward growing older. We need to help our students prepare for their own aging and increase awareness of decision-making effecting that aging. Here are some suggestions for lessons that might help with that task.

Name — Picture Age

Purpose — To raise awareness of aging as a normal developmental phase with its own value and set of tasks.

To raise awareness of the individual's own aging process.

Objectives — The students will:

1. find pictures of old people.

2. describe emotions in pictures.

3. identify activities in pictures.

Materials — Magazines

Photographs

Scissors

Procedure — Ask the children to bring in photographs and look through magazines to find pictures of old people. Have them search for varying emotions and activities in the pictures.

Questions for discussion:
How do you think the person is feeling?
What do you think is happening that is making the person feel that way?
Have you ever participated in the same or a similar activity?
Have you ever felt the same way?

Note to teacher: If you are aware that most of the pictures depict old people in sober and inactive roles this should be discussed. Ageism, the stereotyping and discriminating against persons solely on the basis of age, is analagous to racism and sexism[1].

[1]Elizabeth A. Ferguson, Social Work, J.B. Lippincott Co., New York, 1975, pg. 260

Name — An Old Friend

Purpose — To encourage recognition of friends of all ages.

To raise awareness of the individuals own aging process.

Objectives — The students will:

1. identify and discuss their favorite old person.
2. demonstrate understanding of similarities and/or differences at all ages.
3. draw the physical characteristics of their friend.

Materials — Paper

Drawing Supplies

Procedure — Begin with a class discussion to raise awareness of the old people in the students' lives.

Who is your favorite old person? Why?
What does he/she do?
Describe what he/she looks like.

Make a personal connection for the students.

How do you usually feel when you are around this person?
What interests or activities do you share?
Do the years between you and your friend make any difference in what you share? Why?
Draw a portrait of your friend.

Name — Make Someone Happy - Friends Old and Young

Purpose — To encourage recognition of friends of all ages.

To encourage children to think of other people's feelings.

Objectives — The students will:

1. identify events that make people happy.

2. create a card and message to send to friends.

Materials — Paper

Drawing supplies

Scissors

Procedure — This activity may be established as an art center with working space for a small group of children. A list of helping words and suggestions, such as the one on the following sheet, should be displayed in the center.

The children choose paper and find an interesting way to fold or cut it. Then they may make cards for anyone they choose, for any reason. Or, they may select an activity card and follow the suggestions.

Suggestions for activity cards -

- Think of an older adult who has shared something special with you. Send them a thinking-of-you card.
- Make a card for someone who is younger than you and likes having you as an older friend.
- Someone you know has had something very pleasant happen to him/her. Make this friend a card to let him/her know you are sharing in their happiness.
- Make a Happy Un-birthday card and give it to someone who does not have a birthday.

Activity Cards - (cont.)

- Share a warm moment with your principal. Make him/her a card to let your principal know you appreciate all the things he/she does.

- Your teacher would like to know you are thinking of him/her. Make a card telling your teacher how you feel.

- You might be angry at someone and would like to get rid of the bad feelings between you and the other person. Make a card to say what you need to say.

MAKE SOMEONE HAPPY

Cards come in all sizes

(Hang assortment of shapes and sizes here)

Words to Help You

Friend
Hello
thinking of you
special
thank you
get well
welcome home
Happy Birthday
Love
sincerely
miss you
see you soon
Happy Anniversary
Holiday
wish
invite

Make a card:

To say hello
To keep in touch
To say thank you
To say I'm sorry
for a birthday
for a holiday
To say get well
for loneliness
for an invitation

Name — Growing Up Old

Purpose — To increase awareness of one's own aging process.

To increase awareness of the decision-making process as an on-going vehicle for change.

Objectives — The children will:

1. identify "old" for themselves.

2. recognize differences in definitions of age.

3. recognize stereotypes of age.

4. personalize aging.

Materials — Paper

Drawing supplies

Procedure — In a discussion, help students recognize their own age and the continucus process of getting older.

How old are you?
Do you seem old to some people?
Do you seem young to some people?
When will you start to get old?

Help students personalize their own old age.

What will you look like when you are old?
How will you feel when you are old?
If that's scary for you, what choices do you have to prevent the scariness?
Do you think decisions you make when you are young can effect how you are when you are old?

Draw a picture of yourself when you are old.

How old are you?
What are you doing?
How do you feel?

Name — Age and Poetry

Purpose — To increase awareness of one's own aging process.

To integrate language arts and the feelings of aging.

Objectives — The children will:

1. identify some of their thoughts about age.

2. use poetry to express themselves.

Materials — Paper

Pencils

Procedure — The following suggestions are taken from two books by Kenneth Koch, Wishes, Lies & Dreams and Rose, Where Did You Get That Red? These are general rules for getting children to be uninhibited about their poetry writing.

1. Let the children move around while writing and be productively noisy if they need to be.

2. Tell them three rules:
   a. Spelling and neatness do not count.
      (Worrying about them destroys the creative impulse. Also, they can always recopy their work)
   b. Do not rhyme.
   c. Be silly, crazy, goofy (kid-words for imaginative).
3. Suggest starting each line with the same words. This takes away rhyme but gives form.
4. Motivation is essential to inspire poetry. Example: Think of someone very young. How does he/she act? How does he/she feel? Think of someone very old. What is he/she doing? How does he/she behave? How does he/she feel? Now, you choose one of these ages to be. What are you doing? How do you look? How do you feel?

- Topics for poems about self and aging:
  Old is...
  Young is...
  I used to be...but now...
  When I grow older...
  Growing up is...
  Being adult is...
  Being child-like is...

Name — Community Life Many Years Ago - Interviews with Senior Citizens

Purpose — To increase the awareness of educational potential of senior citizens in terms of history of community development.

To gain some skill in interviewing.

Objectives — The children will:

1. define what they want to know about their community.

2. write interview questions.

3. conduct interviews.

4. collect pictures & articles of interest.

Materials — Paper

Pencil

Procedure — Help students gain knowledge of the personal experience of senior citizens. Arrange classroom visits for several older people who have lived in the community for a major portion of their lives. Have them bring pictures, articles and objects that would emphasize the growth and change of the community.

Name — Senior Artist (Musician) in Residence

Purpose

To increase awareness of skills and talent of the aged.

To increase awareness of decision-making effecting one's aging.

To encourage social interaction.

Objectives — The children will:

1. witness a skill that requires commitment and work.
2. view age as incorporating skills and lifetime experiences.

Materials

One piano (or other instrument)

One pianist with years of experience, who can improvise.

Procedure

In a hallway, central location or classroom, place one piano and one pianist. Place several chairs in the same location. As students pass by during the day, permit and encourage them to stop, listen, make requests and talk to the musician. Encourage questions that will establish an awareness of early decision-making and the commitment involved in what this senior citizen is sharing.

Suggestions:

How many years have you been playing the piano?
Why do you keep doing it?
Did you like to practice when you were my age?
Did your parents make you practice?
How would your life be different if you didn't play the piano?
Are you enjoying yourself today?

Other Suggestions for Senior Artists in Residence for a day:

artist - portrait
artist - mural
artist - caricature
weaving
wood-working
stitchery
pottery
wandering minstrel
baker
candle - making
dough art
paper maché
paper folding

Name — Senior Hobby Day

Purpose — To increase awareness of activities and interests that add enjoyment to aging.

To permit social interaction between old and young.

To increase awareness of decision-making.

Objectives — The children will:

1. view the displays and collections of aging citizens.

2. interact with senior citizens.

Materials — Tables for displays

Chairs

Procedure — In a hallway, central location or classroom, establish a display area for several senior citizens. Encourage students and other staff members to stop and talk to the hobby and craft people. You might also have students visit seniors in their home setting to share their hobbies, experiences, etc., there. The class could be divided in two or three groups with the help of a volunteer or two to do this. Suggest questions that heighten the awareness of earlier decision-making in order to enjoy and have interests as one ages.

Suggestions:

What got you started in your hobby or collection?
How long have you been enjoying your hobby?
How have other people helped you with your hobby?
Are you enjoying sharing your hobby with us?

Name' Senior Travel Day

Purpose To increase awareness of one's mobility as one ages.

To increase awareness of experiences that add enjoyment to aging.

To encourage social interaction between old and young.

Objectives The children will:

1. view slides, pictures, souvenirs of travel experiences.

2. participate in discussion.

3. interact with senior citizens.

Materials Slide projector and screen

display table

Procedure Invite a senior citizen with a travel experience to share their slides, souvenirs and stories with your class. Encourage the students and guest to interact so that the presentation is a discussion rather than a lecture.

Name — Considering the Extended Family

Purpose — To increase awareness of the influence of age in a family,

To increase awareness of different family structures.

Objectives — The children will:

1. discuss advantages of grandparents, aunts and uncles, etc. living with them.
2. discuss disadvantages of grandparents, aunts or uncles living with them.

Materials — Ditto

Pencil

Drawing supplies

Procedure — In a class discussion ask the children if they have grandparents living with them. Ask what it is like or what they think it would be like.

I like it when my grandparents (or other relative) _____ _____.

I don't like it when my grandparents (or other relative) ___ _____.

I wish my grandparents_____.

Something my grandparents do for me is_____.

Something my grandparents do for my parents is_____.

When I am my grandparents age, I want to_____.

Draw a picture of your grandparents and you.

Name — How Will You Be Old?

Purpose — To increase awareness of the aging process.

To increase awareness of decision-making in effecting one's aging.

Objectives — The children will:

1. personalize their own aging process.

2. complete dittos.

3. discuss choices effecting their aging.

Materials — Ditto

Pencil

Drawing supplies

Procedure — In a class discussion ask how old is very old? Have the children imagine themselves very old as they complete the following dittos.

Name: _____ Date: _____

How Will You Be Old?

I am an old person. I am _____ years old.

I feel _____.

I like to _____.

I don't like to _____.

I work at _____.

My hobby is _____.

I have fun when _____.

I am tired when _____.

I am sad when _____.

I am happy when _____.

I am active when I _____.

I make people laugh when _____.

Someone who is important to me is

_____.

I live in _____.

Name: _____

Here is a picture of me when I am

_____ years old.

After the dittos have been completed, let students who wish, share some of their answers. Guide the discussion to aid awareness in decision-making effecting their aging.

When you think about yourself as an old person, what do you like?

What can you do to make sure what you like stays with you as you age?

What don't you like when you think about yourself as an old person?

How might you keep what you don't like from happening?

Name — Famous Old People

Purpose — To increase awareness of productivity in old age.

To increase awareness of decision-making as a life-long process effecting age.

Objectives — The children will:

1. practice research skills.

2. collect data.

3. share out information.

Materials — Books

Magazine and Newspaper articles

Paper

Pencil

Drawing supplies

Procedure — Suggest that the students choose a well-known old person to research and share their productivity.

Discover one or two things that is known or is of interest to you about the person you chose.

Why do you think he/she is important?

If you could talk to him/her what would you want to know?

What would you want him/her to know about you?

What did he/she decide to do to make his/her old age exciting?

What kind of decisions and commitments had to be made?

Suggestions:

Grandma Moses
George Washington Carver
Pablo Picasso
Albert Einstein
Congresswoman Bolton
Dorothy Fuldheim
Pearl Bailey
Bob Hope
Redd Foxx
George Burns
Louis Armstrong
Pablo Casals
Arther Fiedler
Albert Schweitzer
Benjamin Spock
Ernest Hemingway
Winston Churchill
Charles DeGaulle
Rosa Parks (sat in front of bus)
Haile Selassie
Katharine Hepburn
Martin Luther King, Sr.
Rose Kennedy
Sam Rayburn
Sam Ervin
Dr. Benjamin E. Mays - eulogy for Martin L. King, Jr., author, pres. of Atlanta School Board
Dick Gregory
Golda Meir
Lowell Thomas
Jacques Cousteau
Walt Disney
Shirley Temple Black
Norman Rockwell
Helen Keller
Ludwig van Beethoven
Patricia Neal
Jesse Owens
"Sugar Ray" Robinson
Walter Cronkite
Harry S. Truman
Buckminster Fuller

Name Imaginary Birthday

Purpose To increase awareness of one's own aging process.

Objectives The children will:

1. imagine themselves as old.

2. write about their fantasy.

3. illustrate their fantasy.

Materials Paper

Pencil

Drawing Supplies

Procedure Motivate the children by the following:

Today is your birthday.
You are 82 years old.
How do you feel?
What are you wearing?
How will you celebrate?
Where will you celebrate?
Is there a party?
Who is with you?
Are there decorations?
Is there food?
What kind of presents will you get?

Now write a story about your 82nd birthday and draw a picture to go with it.

Name — Free to be . . . at any age

Purpose — To develop a feeling of acceptance for children to make decisions.

To develop a feeling of acceptance for make-believe decisions.

Objectives — The children will:

1. identify personal preferences.
2. make an imaginary decision.
3. make a possible future decision.
4. verbalize feelings.
5. create a picture.
6. write a description of feelings.

Materials — Record (& book), Free to be . . . You and Me

Bulletin board space

Construction paper

3" X 5" index cards

Procedure — After students are familiar with the record "Free to be...You and Me, use it as motivation for discussion. Ask students if they could be anything or anyone they wanted, what or who would they be. Tell them to choose something or someone that would give them a very special feeling. Make certain, as they state their choices, they give the special feeling they would have.

Examples: Free to be. . .
"a kite, so I could touch the clouds and feel the warmth of the sun."
"the moon, so I could light the dark."
"a pharmacist, so I could help people get well."

Now, help them become aware of "free to be..." choices they may have at different stages in life.

Right now, who or what would you like to be if you could be anything or anyone?

Do you think your choice will change as you get older?

If you were as old as your parents who or what would you choose to be?

If you were as old as your grandparents who or what would you want to be?

Have the childern decide on one of their choices of "free to be..." at any age and draw it. Have them cut out their pictures. Write their statement on a 3" X 5" index card. Put them up on the bulletin board next to each other. A darker border around each picture gives each one more emphasis. Cut out the letters " FREE TO BE ..." Each student's card finishes that statement.

You've Come A Long Way, Baby!

Introduction

The following lesson plan is a culminating activity in four parts and deals primarily with self-awareness gained during the year. It also projects self-awareness into the future as the student begins to view himself or herself as an aging being. The suggested span of time for this unit should be spread over a period of four or five weeks toward the end of the year.

Although detailed, most students thoroughly enjoyed these activities.

Name — You've Come A Long Way, Baby!

Purpose — To provide students with time and space for expression of self-awareness emphasized during the year.

To increase awareness of decision-making effecting one's own aging.

To increase awareness of one's own aging process.

Objectives — The children will:

1. identify their own feelings.
2. describe different ways of personal communication.
3. recall previous or observable experiences to answer some questions.
4. predict reactions to questions referring to the future.
5. list appropriate activities for different stages of development.
6. state seen (physical) changes in development.
7. state unseen (mental, emotional, etc.) changes in development.
8. identify dependency.
9. identify independency.
10. predict possible choice of careers.
11. illustrate active self at different levels of development.

Materials — Bulletin board space

Construction paper

A baby picture from each member of the class

Dittos

Pencil

Drawing Supplies

Procedure

First Week

As children bring their baby pictures, do not let others see them. A frame of black construction paper gives each picture more emphasis. Label each picture with a number. Make a ditto with numbered lines corresponding to the number of pictures on the bulletin board. During a work period, permit children to individually fill in the names of classmates that are thought to belong with the pictures. When everyone is finished, let several students share their answer for each number. The result is a great deal of fun, particularly if the teachers' picture is on the bulletin board, also.

Second Week

Use the baby pictures as the motivation for discussion. Ask students to find their own picture and look at it for a minute. Have them tell what they think it was like to be a baby. To help them "remember" they might want to think of a baby they know right now. Even more successful is to ask several mothers to bring their babies into your classroom. Several months span in the age of the babies helps the students recognize different developmental stages as babies become more aware of themselves and their world.

Guide the discussion toward recognition of how very little babies can do for themselves and how that gradually changes.

After the discussion, hand out the following dittos, having to do with being a baby. Some students might need more time than others. A time limit of several days, working for short periods, might be helpful for some.

Later in the week after students have finished, permit those students who wish to share a part of their work with the class.

Name: Date:

The thing I liked best about being a baby was _____.

The thing I did not like about being a baby was _____.

When I was a baby, I communicated by _____.

When I was a baby, I knew people cared about me because _____

_____.

When I was a tiny baby the number of people I knew very well was _____.

Then, the most important people in my life were _____

_____.

When I was a baby I was afraid when _____.

I was sad when _____.

I was angry when _____.

I was happy when _____.

Before I was a year old I could do several things. Two of them were

1 _____

2 _____.

When I was 3 yeurs old I could do much more. Three of those things were 1 _____

2 _____

3 _____.

When I was 5 I could really do a lot Five of the things I could do then were 1 _____

2 _____

3 _____

4 _____

5 _____.

Here I am when I was one year old. I am _____

_____.

Here I am when I was three years old. I am _____

_____.

Third Week

Use the baby pictures as the motivation for discussion. This time, ask the students to find their own picture and think about all the changes that have happened to them since they were babies up until now.

After the discussion, give students the following dittos having to do with "right now" and the changes that have brought them to "right now".

Allow time for sharing later in the week after dittos have been completed.

Name: Date:

The thing I like best about me right now is _____.

The thing I do not like about me is _____.

Three changes I can see in myself since I was baby are _____

1. _____

2. _____

3. _____.

One change I know has happened but I cannot see is _____.

Now, I communicate by _____.

Now, when someone cares about me I know because _____.

I know many more people now then when I was a baby. I think I know about _____ people. The most important people in my life now are _____

_____.

I know I am stronger now because _____.

I know I am smarter now because _____.

If I could change something about me right now, it would be _____

_____.

Now, I am happy when _____.

I am sad when _____.

I am angry when _____.

I am afraid when _____.

Here are four things I can do now that I could not do even when I was 5 years old.

1. _____.

2. _____.

3. _____.

4. _____.

Here I am now. I am

_____.

Here I am again. I am

_____.

Fourth Week

Again, use the baby pictures as the motivation for discussion. Tell the children that they are going to have to use their imaginations in thinking about their feelings concerning growing older and the changes involved. Make sure they understand there is no absolute wrong answer since they are making predictions.

After students have shown by their discussion that they understand the task, hand out the dittos on growing older.

Allow appropriate time. Later in the week, give students time to share some of their thoughts.

Name: Date:

The thing I like best about getting older is _____.

The worst thing about getting older is _____.

As I get older the thing about me I want to change is _____

_____.

As I get older the thing about me I never want to change is _____

_____.

Even when I am an adult, the part of me that will never stop growing is

_____.

I know I have to learn more before I can _____.

I know I have to get stronger before I can _____.

Something I want to do very much but will have to wait until I am an adult _____.

The thing I think I will like best about being an adult is _____.

The thing I think I will not like at all about being adult is _____

_____.

When I grow up my career might be _____.

If I am not happy doing that I might try _____

_____.

I think it is probably more fun to be a baby ☐ a growing child ☐

an adult ☐ because _____

_____.

When I am an adult I will be happy when _____.

I will be sad when _____.

I will be angry when _____.

I will be afraid when _____.

Here I am as an adult. I am

_____.

Here I am much older. I am

_____.

Observations

Students worked more eagerly when short periods of time were arranged rather than one long session for each of the weekly written assignments.

Students who finished early enjoyed helping those who were not yet finished.

Most students appeared to thoroughly enjoy these assignments and discussions.

Conclusion

Every student was involved with his/her own feelings and developing a stronger self-awareness as he/she participated in this unit. Awareness of change and the possibilities of dealing with change in one's lifetime was a valid result of this unit.

FOOTNOTES

[1] Elizabeth A. Ferguson, Social Work (J.B. Lippincott Co., New York, 1975), p. 237.

[2] Ibid.

[3] Ibid.

[4] Ibid., p. 238

[5] Ibid., p. 253

[6] Ibid., p. 237

[7] Ibid.

[8] Ibid., p. 253

[9] Ibid., p. 257

[10] Ibid., p. 259

[11] Ibid., p. 253

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A small boy enjoys his relationship with his grandmother and his great-grandmother, but he learns to face their inevitable death.

Bartoli, Jennifer. Nonna. Harvey House, N. Y., 1975.

A positive approach to the natural reactions to death handled with understanding and warmth. Nonna is gone, but her family laughs as well as cries when they remember her. Her grandchildren learn to treasure their sweet - sad memories of her, her gifts of love and joy of life.

Blue, Rose. Grandma Didn't Wave Back. Watts, N. Y., 1972

Debbie felt very lucky having her Grandma right at home. Homemade snacks, warm talks and special treasures were all a part of this bonus. But then Grandma began to act in a strange way, forgetting things — important things. Combining reality with warmth, Ms. Blue takes Debbie through one of the most painful experiences of life - watching the aging and changing of someone special.

Brandenberg, Franz. A Secret for Grandmother's Birthday. Greenwillow Books, N. Y., 1975

A sister and brother cat plan the secret gift they will give grandmother cat for her birthday.

De Paola, Thomas Anthony, Watch Out For the Chicken Feet in Your Soup. Prentice Hall, N. Y., 1974.

Embarrassed to introduce his friend to his old-fashioned Italian grandmother, a young boy gains a new appreciation of her when he finds how well she and his friend get along.

Gauch, Patricia Lee. Grandpa and Me. Coward, McCann and Geoghegan, N. Y., 1972

A boy and his grandfather share their lazy, lakeside summer days and nights.

Lexau, Joan M.. Benji. Dial Press, N. Y., 1964.

Benji was so bashful he couldn't even say "hello". One Sunday Granny lost one of her precious earrings. While she napped Benji went out to hunt for the earring. He was frightened without Granny to speak for him or cling to, but when he found one thing he lost another.

Lexau, Joan M. Benji On His Own. Dial Press, N. Y., 1970.

When Granny gets sick Benji has to find his way home from school and then find help for Granny.

Mathis, Sharon Bell. The Hundred Penny Box. Viking Press, N. Y., 1975.

Michael's love for his great-great-aunt who lives with them leads him to intercede with his mother who wants to toss out all her old things. Aunt Dew is 100 years old and each penny has its history for one of her years.

Miles, Miska. Annie and the Old One. Little Brown, Boston, 1971.

Navjo story. There is a time for all things to return to earth. The Old One understands as does Annie's mother, but Annie cannot imagine her world without the Old One who has time to help her tend the sheep and to play and laugh with her.

Monjo, F. N. Grand Papa and Ellen Aroon. Holt, Rinehart and Winston, N. Y., 1974.

An account of happy times spent together by Thomas Jefferson and his granddaughter. Also historical.

Robinson, Hean. The Secret Life of T. K. Bearing. Seabury Press, N. Y., 1973.

An eleven-year-old finds his grandfather a valuable addition to his secret club, especially when the members become involved in a mystery.

Skorpen, Liesel Moak. Mandy's Grandmother. Dial Press, N. Y., 1975.

At first meeting, Mandy and her grandmother are a disappointment to each other as neither is quite what the other expected.

Sonneborn, Ruth A. I Love Gram. Viking Press, N. Y., 1971.

When her grandmother is hospitalized, a little girl discovers how much Gram means to her.

Williams, Barbara. Kevin's Grandma. Dutton, N. Y., 1975.

Kevin likes to talk about his grandmother who gives him judo lessons, goes sky-diving, and who once worked in a circus riding a unicycle on a tight rope.

Zolotow, Charlotte. My Grandson Lew. Harper Row, N. Y., 1974

Lewis and his mother remember his grandfather who dies when Lewis was two. He is now six.